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ing of the nineteenth century, and which refer in a manner worthy of mention to the geography, ethnography, and customs of Venezuela, as well as to her history, natural and political. The titles of the contributions of historical writers in the United States to South American history do not occupy much space in this book.

This bibliography contains the titles of over nine hundred books and articles concerning Venezuela. The titles of English and French books are published in these languages respectively; but the titles of German books are translated into the Spanish language, because the German language is less well known in Venezuela. In a great many cases these titles are followed by critical evaluations of the volumes cited — evaluations which will frequently surprise by their keenness anyone who imagines that the *Introduction aux études historiques* of Langlois and Seignobos is unknown to South American scholars. In the appendix there is a list of over five hundred books, or articles, which the industrious compiler has evidently not been able to examine personally. One of the most useful items in the bibliography is number 582, *Memorias del General O'Leary*, which is composed of twelve pages that deal with the monumental collection of documents concerning Simón de Bolívar. In these pages are some illuminating notes in regard to this collection and a useful finding list of the multitude of documents contained therein.

Although this bibliography does not profess to be complete, and does not in every particular conform to the standard set by North American bibliographers, yet it reflects much credit upon Señor Sánchez and upon the government of Venezuela, and the volume will be a most valuable aid to serious students of Venezuelan history. In particular, will it be useful to investigators who are interested in the revolutionary period of South American history, 1808-1828. It is appropriate that the frontispiece should be a half-tone of a rare miniature of Simón de Bolívar, liberator of Colombia, Peru, and Bolivia.

WILLIAM SPENCE ROBERTSON

Method in history for teachers and students. By William H. Mace, professor of history, Syracuse University. (Chicago and New York: Rand, McNally and Company, 1914. 311 p. \$1.00)

This volume is a revision of an edition published in 1897. Many improvements have been made in the original work, which has been carefully rewritten to bring it in touch with the progress in history teaching. An especially useful addition has been the introduction of a number of practical suggestions for the first five grades.

The object of the book, in the author's words, has been to seek "the determining factors in method and not the determined — the principal

and not the accidental — ones'' (p. 3). Discarding any exhaustive discussion of concrete aids, the author consistently adheres to his general plan "to look into history and to discover there the processes and products that the mind must work out in organizing its facts into a system" (p. 7). The style is good, and the abundance of illustrative material illuminates the discussion, which is logical but occasionally somewhat abstruse.

The book is in two well-marked divisions. First, there is an explanation of the essential elements of history, followed by a discussion of the process of organization. The theories advanced are illustrated in an exhaustive analysis of American history. The second division includes an elaborate discussion of the principles of history teaching in the elementary school, with a brief summary of the problems of the high school.

As the central principle of history, Mr. Mace accents the importance of institutional development which he divides into a political, a religious, an educational, an industrial, and a social phase. The relative weight of each phase varies according to the tendencies of each age, yet all five contribute to one central principle of development. Historical organization is divided into interpretation and coördination. In interpretation, emphasis is placed upon the necessity of grouping an analysis of cause or effect around the one central principle that is to be traced in any historical event. The principles of historical division and coördination, and the pitfalls, which await an ill-balanced interpretation, are also noted.

Many teachers would question the summary fashion in which Mr. Mace, in his analysis of interpretation, sets aside the use of diagrams and outlines. Neither would the importance he assigns to historical interpretation, as a means of arousing ethical and patriotic impulses, be universally conceded. While he points out the necessity of a fair judgment in such interpretation, it is at least questionable whether partisanship can always be avoided in these discussions. Certainly some of the examples which have been used to illustrate the ethical and patriotic values of history would not be admitted without question.

In the illustrative analysis of American history, the author consistently adheres to the principles he has advanced. But as a practical guide, the analysis cannot be consistently followed, since it is not always abreast of present views. The position of the colonies as a part of the British empire is ignored, and in the later period, too much emphasis is given to political, at the expense of economic and social forces. Nor has the rise of the West, nor the period since the civil war, received sufficient accent.

The second division of the book is chiefly an analysis of the principles of history teaching in elementary schools. In a suggestive and practical

fashion, Mr. Mace discusses the steps by which the immature mind is led to an historical appreciation. First, he would arouse the pupil's imagination by stimulating an interest in the familiar institutions of everyday life. The pupil is then ready for the picture-making phase of history, by which he would be gradually led to an appreciation of the historical narrative. The illustrations used are especially valuable, and for the first six grades, the discussion is of much practical worth. For the seventh and eighth grades, the author gives merely an analysis of the history story, with numerous illustrations from his *School history of the United States*. The appended summary of the reports of various committees on the history course in the high school is altogether too fragmentary.

The chief value of the volume is an inspirational one. Had the author discussed the use of such aids to history teaching as maps, references, etc., the practical value of the book would have been greatly enhanced. With the exception of the discussion devoted to the first six grades, Mr. Mace has given chiefly a theoretical background for history teaching. No strikingly new theories are advanced, but the discussion is so well illustrated, and so suggestive, that no teacher can read the book without an increased appreciation of the underlying pedagogical principles in the teaching of history. As a contribution to the rapidly accumulating literature which points out the principles of an "historical mindedness," Mr. Mace's revision of his popular *Method in history* is of much value.

BEVERLEY W. BOND, JR.